



Catch-Up Premium Plan

Whitstable and Seasalter Endowed C of E Junior School

Summary information					
School	Whitstable and Seasalter Endowed C of E Junior School				
Academic Year	2020-21	Total Catch-Up Premium	£15,440	Number of pupils	193

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years 3 to 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
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Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Category 1:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Category 2:

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

	<p>Category3: Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support
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Identified impact of lockdown	
Maths	<p>Some specific content has been missed, leading to gaps in learning and stalled sequencing of children’s learning Journey. At the Endowed, children have maintained their appetite for maths and lockdown has not affected their attitude to learning, however some learning has been missed.</p> <p>Times tables recall and shape recognition among other basic skills has suffered. Some children are not able to recall number bonds and have forgotten once taught calculation strategies. This is reflected in our arithmetic assessments.</p>
Writing	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide. All our year groups show a greater number of children with a reading age below their actual age than would normally be the case.</p>
Other Subjects	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths, Art Science</p>	<p>Additional time for teachers to research and plan for all subjects other than core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">Cost £420</p> <p>Resources for all curriculum subjects were costed pre Covid so, no cost incurred</p> <p style="text-align: right;">Cost £ 0</p>		<p>PB</p> <p>All staff</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase of Literacy assessment via Edu Key to determine: Spelling, Reading and Phonics age for all children. We already subscribe to this so no cost incurred.</p> <p style="text-align: right;">Cost £0</p>	<p>Children whose Reading Age is below their Chronological age become focus group for HLTA</p>	<p>PB GBJ</p>	<p>October 20</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at The Endowed have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A School video tour of The Endowed School is arranged and shared with all new-starters. Term 1 will be focussed on well-being of the children and "Getting to Know You" week is planned</p>		<p>MH JH</p>	<p>Ongoing</p>

Support wellbeing.	Daily 'check in' and class Chat Time. FLO and Wellbeing Team support.			
		Cost £0		
Total budgeted cost				£ no additional

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. To immerse children in reading and being read to.</p> <p>Identified children will have significantly improved application to writing and the techniques needed for different audiences and genres. Stamina will improve.</p>	<p>A 'Catch Up' HLTA will be employed to administer small group and 1:1 sessions where necessary. 5 days a week. Existing TA will support for 5 mornings.</p> <p>Existing class TAs to administer Catch up sessions.</p> <p>Supporting individual children's wellbeing.</p>		JH	Feb 21
		Cost £13,187.45		JH

<p><u>Intervention programme</u> An appropriate literacy and numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Pre and post teaching sessions.</p> <p>BRP Reading programme to be set up to provide 1:1 Reading sessions</p>	<p>HLTA employed to run sessions. TA to support.</p> <p>Existing TA to run BRP sessions. NB Training needs and further resourcing may arise and cost to be added.</p> <p>Cost included in figure above</p>		JH	Feb 21
Total budgeted cost				£13,607.45

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased Spelling Shed has been purchased so that children can practise spellings at home.</p> <p>Reading Book bags will be made for children to borrow at home Cost awaiting Reading at home with TA on Teams.</p> <p>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">Spelling Shed Cost £160 Stationery Packs £200</p>			<p>Feb 21</p> <p>Feb 21</p>

<p>Access to technology</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children, using Teams for pre-recorded lessons.</p>				Feb 21
<p>Contingency. Monies yet to be allocated due to outcomes and impact of support planned above and also awaiting costings of book bags.</p>	£1,472.55			
Total budgeted cost				13,967.45
Contingency				1,472.55
		Cost paid through Covid Catch-Up		15,440